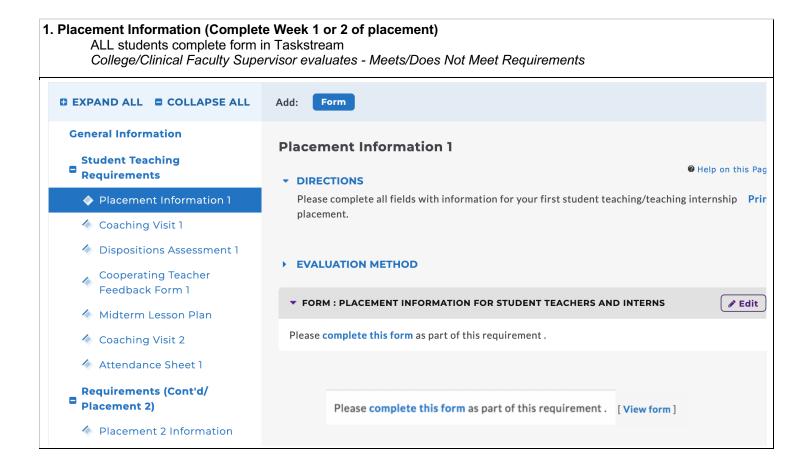# Intern Requirements ~ Taskstream ST/INT DRF

The Lehman College: School of Education common assignments/assessments are required by every program, completed by every candidate, and supervised and evaluated by program College Supervisors.

SOE Programs and College Supervisors are responsible for the successful completion of these requirements. *No final grade should be submitted until candidate completes surveys, uploads/attaches required documents and College Supervisor evaluates in Taskstream.*

The Office of Clinical Practice & Partnerships manages the submission system, creates user guides and support resources, and participates in/supports quality assurance across the School of Education.

---

1. Placement Information (Complete Week 1 or 2 of placement)
    ALL students complete form in Taskstream
    College/Clinical Faculty Supervisor evaluates - Meets/Does Not Meet Requirements

---

⊞ EXPAND ALL   ⊟ COLLAPSE ALL   Add: [**Form**]

General Information

⊟ Student Teaching Requirements

◆ Placement Information 1

◈ Coaching Visit 1

◈ Dispositions Assessment 1

◈ Cooperating Teacher Feedback Form 1

◈ Midterm Lesson Plan

◈ Coaching Visit 2

◈ Attendance Sheet 1

⊟ Requirements (Cont'd/ Placement 2)

◈ Placement 2 Information

Placement Information 1

❓ Help on this Pag

▼ **DIRECTIONS**

    Please complete all fields with information for your first student teaching/teaching internship   Prin
    placement.

▶ **EVALUATION METHOD**

▼ **FORM : PLACEMENT INFORMATION FOR STUDENT TEACHERS AND INTERNS**   [✎ Edit]

Please **complete this form** as part of this requirement .

Please **complete this form** as part of this requirement .   [**View form**]

2. Dispositions Assessment 1
ALL students complete Dispositions Self-Assessment form in Taskstream
College/Clinical Faculty Supervisor evaluates with LUTE Rubric - Meets/Does Not Meet Requirements

---

➕ **EXPAND ALL**   ➖ **COLLAPSE ALL**   Add: **Form**   🔗 **Attachments**

General Information

Student Teaching Requirements

🔹 Placement Information 1

🔹 Coaching Visit 1

🔷 Dispositions Assessment 1

🔹 Cooperating Teacher Feedback Form 1

🔹 Midterm Lesson Plan

🔹 Coaching Visit 2

🔹 Attendance Sheet 1

Requirements (Cont'd/ Placement 2)

🔹 Placement 2 Information

Dispositions Assessment 1

❓ Help on this Pag

▼ **DIRECTIONS**

This form is designed to evaluate a teacher candidate's professional behavior and dispositions   **Prin**
that are characteristic of those who are successful in the teaching profession. Please provide your
best judgment for each item by recording your rating of yourself.

▶ **EVALUATION METHOD**

▼ **FORM : DISPOSITIONS SELF-ASSESSMENT**   ✏ Edit

Please **complete this form** as part of this requirement .

Dispositions Self-Assessment

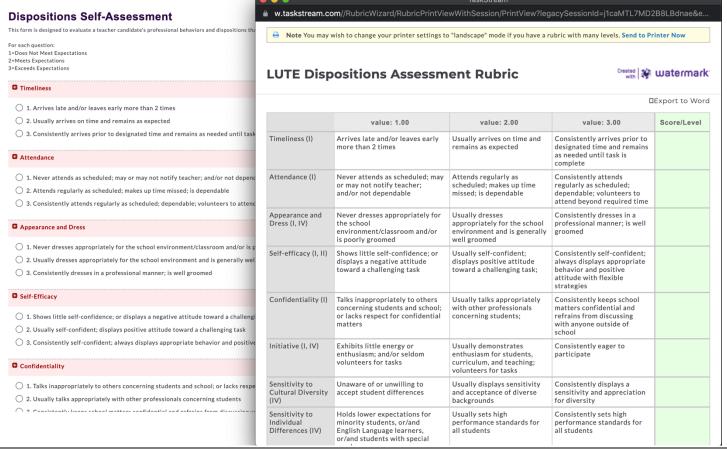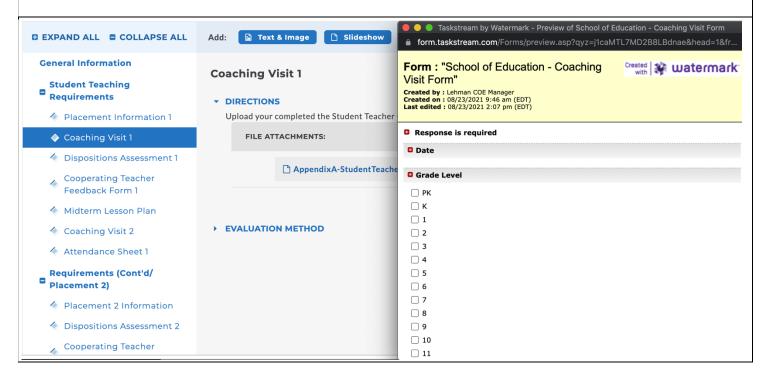This form is designed to evaluate a teacher candidate's professional behaviors and dispositions tha

For each question:
1=Does Not Meet Expectations
2=Meets Expectations
3=Exceeds Expectations

➕ Timeliness

○ 1. Arrives late and/or leaves early more than 2 times

○ 2. Usually arrives on time and remains as expected

○ 3. Consistently arrives prior to designated time and remains as needed until task

➕ Attendance

○ 1. Never attends as scheduled; may or may not notify teacher; and/or not depend

○ 2. Attends regularly as scheduled; makes up time missed; is dependable

○ 3. Consistently attends regularly as scheduled; dependable; volunteers to atten

➕ Appearance and Dress

○ 1. Never dresses appropriately for the school environment/classroom and/or is p

○ 2. Usually dresses appropriately for the school environment and is generally wel

○ 3. Consistently dresses in a professional manner; is well groomed

➕ Self-Efficacy

○ 1. Shows little self-confidence; or displays a negative attitude toward a challeng

○ 2. Usually self-confident; displays positive attitude toward a challenging task

○ 3. Consistently self-confident; always displays appropriate behavior and positive

➕ Confidentiality

○ 1. Talks inappropriately to others concerning students and school; or lacks respe

○ 2. Usually talks appropriately with other professionals concerning students

○ 3. Consistently keeps school matters confidential and refrains from discussing w

---

● ● ●   TaskStream
🔒 w.taskstream.com//RubricWizard/RubricPrintViewWithSession/PrintView?legacySessionId=j1caMTL7MD2B8LBdnae&e...

🖨 **Note** You may wish to change your printer settings to "landscape" mode if you have a rubric with many levels. **Send to Printer Now**

LUTE Dispositions Assessment Rubric

Created with 🎨 **watermark**

⬜Export to Word

	value: 1.00	value: 2.00	value: 3.00	Score/Level
Timeliness (I)	Arrives late and/or leaves early more than 2 times	Usually arrives on time and remains as expected	Consistently arrives prior to designated time and remains as needed until task is complete	
Attendance (I)	Never attends as scheduled; may or may not notify teacher; and/or not dependable	Attends regularly as scheduled; makes up time missed; is dependable	Consistently attends regularly as scheduled; dependable; volunteers to attend beyond required time	
Appearance and Dress (I, IV)	Never dresses appropriately for the school environment/classroom and/or is poorly groomed	Usually dresses appropriately for the school environment and is generally well groomed	Consistently dresses in a professional manner; is well groomed	
Self-efficacy (I, II)	Shows little self-confidence; or displays a negative attitude toward a challenging task	Usually self-confident; displays positive attitude toward a challenging task;	Consistently self-confident; always displays appropriate behavior and positive attitude with flexible strategies	
Confidentiality (I)	Talks inappropriately to others concerning students and school; or lacks respect for confidential matters	Usually talks appropriately with other professionals concerning students;	Consistently keeps school matters confidential and refrains from discussing with anyone outside of school	
Initiative (I, IV)	Exhibits little energy or enthusiasm; and/or seldom volunteers for tasks	Usually demonstrates enthusiasm for students, curriculum, and teaching; volunteers for tasks	Consistently eager to participate	
Sensitivity to Cultural Diversity (IV)	Unaware of or unwilling to accept student differences	Usually displays sensitivity and acceptance of diverse backgrounds	Consistently displays a sensitivity and appreciation for diversity	
Sensitivity to Individual Differences (IV)	Holds lower expectations for minority students, or/and English Language learners, or/and students with special	Usually sets high performance standards for all students	Consistently sets high performance standards for all students	

3. Coaching Visit 1

ALL students SCAN, UPLOAD, ATTACH Student Teacher Coaching Visit Guide

Title document, "First Name Last Name Coaching Visit Guide"

College/Clinical Faculty Supervisor evaluates lesson plan and formal lesson observation in Taskstream using Coaching Visit form
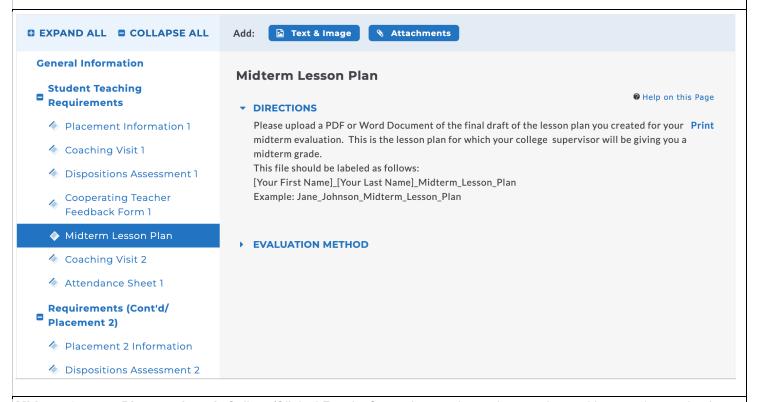

⊞ **EXPAND ALL**   ⊟ **COLLAPSE ALL**   Add: 📄 **Text & Image**   📄 **Slideshow**

General Information

⊟ **Student Teaching Requirements**

◈ Placement Information 1

◆ Coaching Visit 1

◈ Dispositions Assessment 1

✎ Cooperating Teacher Feedback Form 1

◈ Midterm Lesson Plan

◈ Coaching Visit 2

◈ Attendance Sheet 1

⊟ **Requirements (Cont'd/ Placement 2)**

◈ Placement 2 Information

◈ Dispositions Assessment 2

✎ Cooperating Teacher

Coaching Visit 1

▾ **DIRECTIONS**

Upload your completed the Student Teacher

FILE ATTACHMENTS:

📄 AppendixA-StudentTeache

▸ **EVALUATION METHOD**

🔴 🟡 🟢 Taskstream by Watermark - Preview of School of Education - Coaching Visit Form

🔒 form.taskstream.com/Forms/preview.asp?qyz=j1caMTL7MD2B8LBdnae&head=1&fr...

Form : "School of Education - Coaching Visit Form"

Created with 🦋 watermark

Created by : Lehman COE Manager
Created on : 08/23/2021 9:46 am (EDT)
Last edited : 08/23/2021 2:07 pm (EDT)

🔲 **Response is required**

🔲 **Date**

🔲 **Grade Level**

☐ PK
☐ K
☐ 1
☐ 2
☐ 3
☐ 4
☐ 5
☐ 6
☐ 7
☐ 8
☐ 9
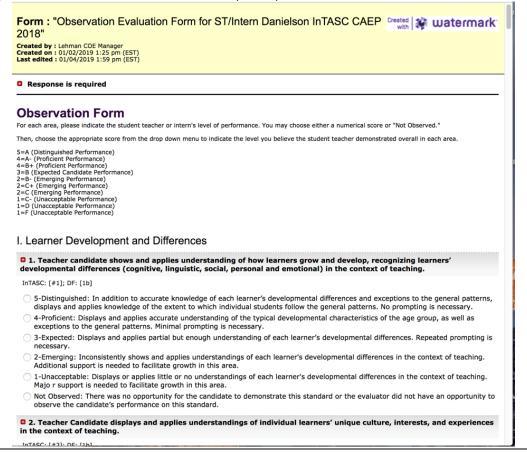☐ 10
☐ 11

4. Midterm Lesson Plan

  ALL students SCAN, UPLOAD, ATTACH Written Lesson Plan (for formal observation evaluation)
  Title document, "First Name Last Name Midterm Lesson Plan"
  College/Clinical Faculty Supervisor evaluates lesson plan and formal lesson observation in Taskstream using Observation Form[1] – Calculated Score (Points)

⊞ EXPAND ALL   ⊟ COLLAPSE ALL   Add: 🖻 Text & Image   ✎ Attachments

General Information

⊟ **Student Teaching Requirements**

  ✦ Placement Information 1

  ✦ Coaching Visit 1

  ✦ Dispositions Assessment 1

  ✦ Cooperating Teacher Feedback Form 1

  ◆ Midterm Lesson Plan

  ✦ Coaching Visit 2

  ✦ Attendance Sheet 1

⊟ **Requirements (Cont'd/ Placement 2)**

  ✦ Placement 2 Information

  ✦ Dispositions Assessment 2

Midterm Lesson Plan

❷ Help on this Page

▾ **DIRECTIONS**

  Please upload a PDF or Word Document of the final draft of the lesson plan you created for your   **Print** midterm evaluation. This is the lesson plan for which your college supervisor will be giving you a midterm grade.
  This file should be labeled as follows:
  [Your First Name]_[Your Last Name]_Midterm_Lesson_Plan
  Example: Jane_Johnson_Midterm_Lesson_Plan

▸ **EVALUATION METHOD**

Midterm Lesson Plan continued: *College/Clinical Faculty Supervisor evaluates lesson plan and lesson observation in Taskstream using Observation Form[1] - Calculated Score (Points)*

Form : "Observation Evaluation Form for ST/Intern Danielson InTASC CAEP 2018"   Created with ❖ watermark
Created by : Lehman COE Manager
Created on : 01/02/2019 1:25 pm (EST)
Last edited : 01/04/2019 1:59 pm (EST)

🞎 **Response is required**

Observation Form

For each area, please indicate the student teacher or intern's level of performance. You may choose either a numerical score or "Not Observed."

Then, choose the appropriate score from the drop down menu to indicate the level you believe the student teacher demonstrated overall in each area.

5=A (Distinguished Performance)
4=A- (Proficient Performance)
4=B+ (Proficient Performance)
3=B (Expected Candidate Performance)
2=B- (Emerging Performance)
2=C+ (Emerging Performance)
2=C (Emerging Performance)
1=C- (Unacceptable Performance)
1=D (Unacceptable Performance)
1=F (Unacceptable Performance)

I. Learner Development and Differences

🞎 **1. Teacher candidate shows and applies understanding of how learners grow and develop, recognizing learners' developmental differences (cognitive, linguistic, social, personal and emotional) in the context of teaching.**

InTASC: [#1]; DF: [1b]

○ 5-Distinguished: In addition to accurate knowledge of each learner's developmental differences and exceptions to the general patterns, displays and applies knowledge of the extent to which individual students follow the general patterns. No prompting is necessary.

○ 4-Proficient: Displays and applies accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns. Minimal prompting is necessary.

○ 3-Expected: Displays and applies partial but enough understanding of each learner's developmental differences. Repeated prompting is necessary.

○ 2-Emerging: Inconsistently shows and applies understandings of each learner's developmental differences in the context of teaching. Additional support is needed to facilitate growth in this area.

○ 1-Unacceptable: Displays or applies little or no understandings of each learner's developmental differences in the context of teaching. Majo r support is needed to facilitate growth in this area.

○ Not Observed: There was no opportunity for the candidate to demonstrate this standard or the evaluator did not have an opportunity to observe the candidate's performance on this standard.

🞎 **2. Teacher Candidate displays and applies understandings of individual learners' unique culture, interests, and experiences in the context of teaching.**

InTASC: [#2]; DF: [1b]

5. Final Lesson Plan

ALL students SCAN, UPLOAD, ATTACH Written Lesson Plan (for final formal observation evaluation)

Title document, "First Name Last Name Final Lesson Plan"

College/Clinical Faculty Supervisor evaluates lesson plan and formal lesson observation in Taskstream using Observation Form3 - Calculated Score (Points)
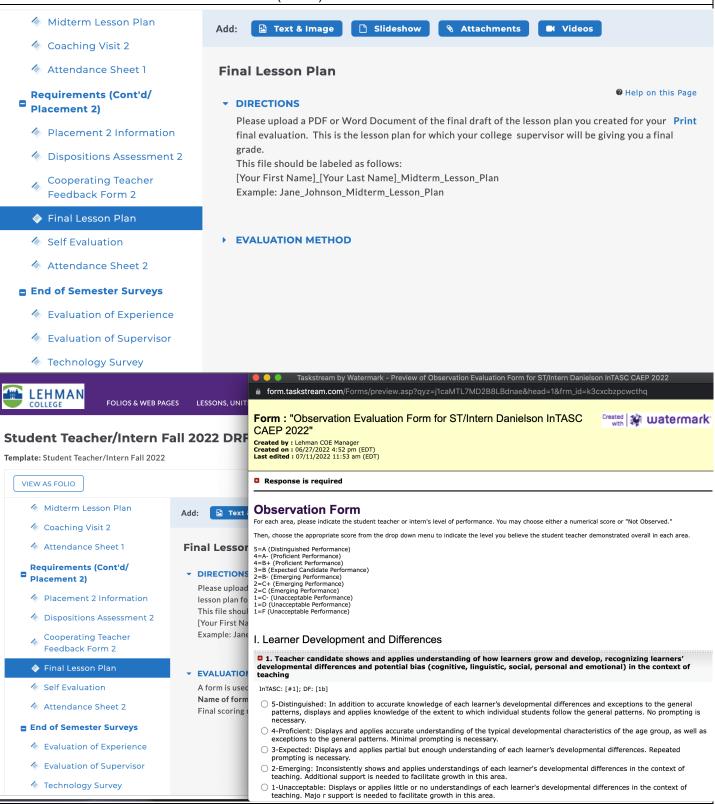

- Midterm Lesson Plan
- Coaching Visit 2
- Attendance Sheet 1

Requirements (Cont'd/ Placement 2)

- Placement 2 Information
- Dispositions Assessment 2
- Cooperating Teacher Feedback Form 2
- ◆ Final Lesson Plan
- Self Evaluation
- Attendance Sheet 2

End of Semester Surveys

- Evaluation of Experience
- Evaluation of Supervisor
- Technology Survey

Add: **Text & Image**   **Slideshow**   **Attachments**   **Videos**

Final Lesson Plan

❓ Help on this Page

▼ **DIRECTIONS**

Please upload a PDF or Word Document of the final draft of the lesson plan you created for your **Print** final evaluation. This is the lesson plan for which your college supervisor will be giving you a final grade.

This file should be labeled as follows:

[Your First Name]_[Your Last Name]_Midterm_Lesson_Plan

Example: Jane_Johnson_Midterm_Lesson_Plan

▶ **EVALUATION METHOD**

LEHMAN COLLEGE

FOLIOS & WEB PAGES   LESSONS, UNIT...

Student Teacher/Intern Fall 2022 DRF

Template: Student Teacher/Intern Fall 2022

VIEW AS FOLIO

- Midterm Lesson Plan
- Coaching Visit 2
- Attendance Sheet 1

Requirements (Cont'd/ Placement 2)

- Placement 2 Information
- Dispositions Assessment 2
- Cooperating Teacher Feedback Form 2
- ◆ Final Lesson Plan
- Self Evaluation
- Attendance Sheet 2

End of Semester Surveys

- Evaluation of Experience
- Evaluation of Supervisor
- Technology Survey

Add: **Text...**

Final Lesson...

▼ **DIRECTIONS**

Please upload

lesson plan for

This file shoul

[Your First Na

Example: Jane

▼ **EVALUATION**

A form is used

Name of form

Final scoring

● ● ●   Taskstream by Watermark - Preview of Observation Evaluation Form for ST/Intern Danielson InTASC CAEP 2022

🔒 form.taskstream.com/Forms/preview.asp?qyz=j1caMTL7MD2B8LBdnae&head=1&frm_id=k3cxcbzpcwcthq

Form : "Observation Evaluation Form for ST/Intern Danielson InTASC CAEP 2022"

Created with 🌊 **watermark**

Created by : Lehman COE Manager
Created on : 06/27/2022 4:52 pm (EDT)
Last edited : 07/11/2022 11:53 am (EDT)

🔴 **Response is required**

Observation Form

For each area, please indicate the student teacher or intern's level of performance. You may choose either a numerical score or "Not Observed."

Then, choose the appropriate score from the drop down menu to indicate the level you believe the student teacher demonstrated overall in each area.

5=A (Distinguished Performance)
4=A- (Proficient Performance)
4=B+ (Proficient Performance)
3=B (Expected Candidate Performance)
2=B- (Emerging Performance)
2=C+ (Emerging Performance)
2=C (Emerging Performance)
1=C- (Unacceptable Performance)
1=D (Unacceptable Performance)
1=F (Unacceptable Performance)

I. Learner Development and Differences

🔴 **1. Teacher candidate shows and applies understanding of how learners grow and develop, recognizing learners' developmental differences and potential bias (cognitive, linguistic, social, personal and emotional) in the context of teaching**

InTASC: [#1]; DF: [1b]

○ 5-Distinguished: In addition to accurate knowledge of each learner's developmental differences and exceptions to the general patterns, displays and applies knowledge of the extent to which individual students follow the general patterns. No prompting is necessary.

○ 4-Proficient: Displays and applies accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns. Minimal prompting is necessary.

○ 3-Expected: Displays and applies partial but enough understanding of each learner's developmental differences. Repeated prompting is necessary.

○ 2-Emerging: Inconsistently shows and applies understandings of each learner's developmental differences in the context of teaching. Additional support is needed to facilitate growth in this area.

○ 1-Unacceptable: Displays or applies little or no understandings of each learner's developmental differences in the context of teaching. Majo r support is needed to facilitate growth in this area.

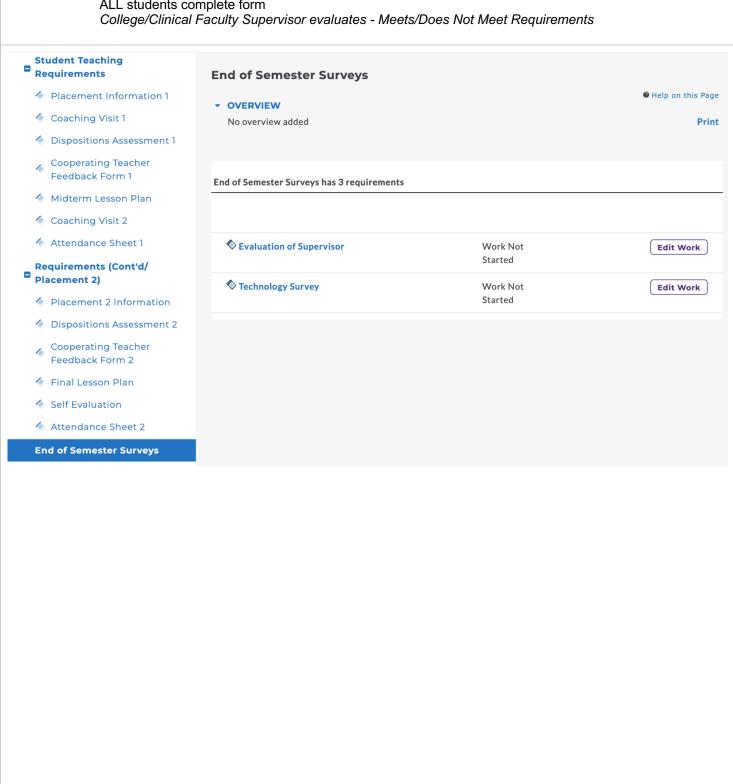**6. End of Semester Surveys:**
   a) **Evaluation of Supervisor**
      ALL students complete form
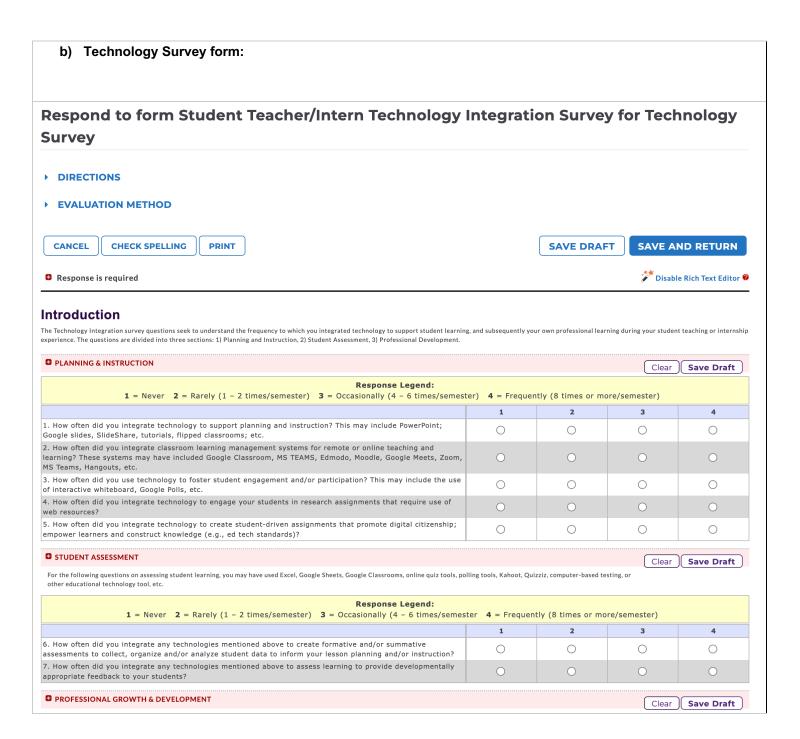   *NOTE: Office of Clinical Practice evaluates - Meets/Does Not Meet Requirements*
   b) **Technology & Diversity Survey**
      ALL students complete form
      College/Clinical Faculty Supervisor evaluates - Meets/Does Not Meet Requirements

Student Teaching Requirements
- Placement Information 1
- Coaching Visit 1
- Dispositions Assessment 1
- Cooperating Teacher Feedback Form 1
- Midterm Lesson Plan
- Coaching Visit 2
- Attendance Sheet 1

Requirements (Cont'd/ Placement 2)
- Placement 2 Information
- Dispositions Assessment 2
- Cooperating Teacher Feedback Form 2
- Final Lesson Plan
- Self Evaluation
- Attendance Sheet 2

End of Semester Surveys

End of Semester Surveys

▾ OVERVIEW

No overview added

❓ Help on this Page

Print

End of Semester Surveys has 3 requirements

◈ **Evaluation of Supervisor**   Work Not Started   [Edit Work]

◈ **Technology Survey**   Work Not Started   [Edit Work]

a) Evaluation of College Supervisor form:

Respond to form Student Teaching/Internship Supervisor Evaluation for Evaluation of Supervisor

▸ **DIRECTIONS**

▸ **EVALUATION METHOD**

| CANCEL | CHECK SPELLING | PRINT | | SAVE DRAFT | **SAVE AND RETURN** |

🔴 **Response is required**

🪄 Disable Rich Text Editor ❓

[R] 🔴 **Name of Lehman College supervisor** | Save Draft |

(Max chars : 10,000)

❓ | 0 | | Count |

▲ BACK TO TOP

🔴 **Supervisor Feedback** | Clear | Save Draft |

Please respond to the following statements regarding your experience with your Lehman College supervisor during your student teaching/internship experience this semester.

Response Legend: **1** = Strongly disagree **2** = Disagree **3** = Neither agree nor disagree **4** = Agree **5** = Strongly agree					
	1	**2**	**3**	**4**	**5**
My supervisor was able to provide useful feedback about lesson planning.	○	○	○	○	○
My supervisor was able to provide feedbak in a concrete and clear manner.	○	○	○	○	○
My supervisor was able to provide useful feedback about lesson plan execution (teaching).	○	○	○	○	○
My supervisor made useful suggestions regarding how to improve my teaching.	○	○	○	○	○
My supervisor was able to provide useful feedback about evaluating my lesson plans.	○	○	○	○	○
My supervisor was able to provide feedback about lesson observations in a supportive way.	○	○	○	○	○
My supervisor was very knowledgeable about school and classroom practices.	○	○	○	○	○

🔴 **Overall, how would you rate your Lehman College student teaching/internship supervisor?** | Clear | Save Draft |

b) Technology Survey form:

Respond to form Student Teacher/Intern Technology Integration Survey for Technology Survey

▸ **DIRECTIONS**

▸ **EVALUATION METHOD**

| CANCEL | CHECK SPELLING | PRINT | | SAVE DRAFT | SAVE AND RETURN |

⊞ Response is required

🖋 Disable Rich Text Editor ❓

Introduction

The Technology Integration survey questions seek to understand the frequency to which you integrated technology to support student learning, and subsequently your own professional learning during your student teaching or internship experience. The questions are divided into three sections: 1) Planning and Instruction, 2) Student Assessment, 3) Professional Development.

⊞ **PLANNING & INSTRUCTION** | Clear | Save Draft |

Response Legend:
1 = Never   **2** = Rarely (1 – 2 times/semester)   **3** = Occasionally (4 – 6 times/semester)   **4** = Frequently (8 times or more/semester)

	1	2	3	4
1. How often did you integrate technology to support planning and instruction? This may include PowerPoint; Google slides, SlideShare, tutorials, flipped classrooms; etc.	○	○	○	○
2. How often did you integrate classroom learning management systems for remote or online teaching and learning? These systems may have included Google Classroom, MS TEAMS, Edmodo, Moodle, Google Meets, Zoom, MS Teams, Hangouts, etc.	○	○	○	○
3. How often did you use technology to foster student engagement and/or participation? This may include the use of interactive whiteboard, Google Polls, etc.	○	○	○	○
4. How often did you integrate technology to engage your students in research assignments that require use of web resources?	○	○	○	○
5. How often did you integrate technology to create student-driven assignments that promote digital citizenship; empower learners and construct knowledge (e.g., ed tech standards)?	○	○	○	○

⊞ **STUDENT ASSESSMENT** | Clear | Save Draft |

For the following questions on assessing student learning, you may have used Excel, Google Sheets, Google Classrooms, online quiz tools, polling tools, Kahoot, Quizziz, computer-based testing, or other educational technology tool, etc.

Response Legend:
1 = Never   **2** = Rarely (1 – 2 times/semester)   **3** = Occasionally (4 – 6 times/semester   **4** = Frequently (8 times or more/semester)

	1	2	3	4
6. How often did you integrate any technologies mentioned above to create formative and/or summative assessments to collect, organize and/or analyze student data to inform your lesson planning and/or instruction?	○	○	○	○
7. How often did you integrate any technologies mentioned above to assess learning to provide developmentally appropriate feedback to your students?	○	○	○	○

⊞ **PROFESSIONAL GROWTH & DEVELOPMENT** | Clear | Save Draft |

If you have questions regarding any assignment, please contact your College Supervisor.

For technical assistance, please contact Taskstream:

> **Phone: 1-800-311-5656**

> **Email: help@taskstream.com**